



EDIFAM 7th and Final Quarterly Report
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EDIFAM
Quarterly Performance and Final Report
Project Quarter 7: April 1, 2005 – June 30, 2005

I. Executive Summary

The following Quarterly Project Report summarizes activities carried out during the seventh and final quarter of EQUIP1/EDIFAM¹, from April - June, 2005. The level of effort of EDIFAM staff is 3704 hours, as enumerated in Section IV.G below.

The format of the report herein adheres to the recommended quarterly report outline and categories detailed in the Cooperative Agreement. Section I contains an Executive Summary. Section II summarizes the project goals and objectives. Section III describes Quarter Seven activities, delineated by component and also includes problems encountered and solutions proposed as well as the results and project performance targets as per the Monitoring and Evaluation Plan. The training participant numbers for this quarter are found in chart form in this section. Section IV explains the Management Information, including details of project start up, staffing, procurement, management visits, timeline of activities, progress on alliance formation and level of effort. Lessons learned and recommendations are included in Section V.

Main accomplishments this quarter include the second round of training on the Family School Module; the final Congress on the ECCE Training Manual; training for teachers, caregivers and technical staff from the formal and nonformal sectors on the content and implementation of the new curriculum; the completion of the IRI pilot in classrooms and day care centers; and the distribution of the remaining EDIFAM campaign materials. A special highlight was the Final EDIFAM Event, organized by all project partners and implementers. The First Lady of El Salvador, the U.S. Ambassador and the Director of USAID made congratulatory speeches and shared the many successes of EDIFAM with the invited attendees.

II. Project Summary

The purpose of EDIFAM is to improve the early childhood care and education (ECCE) of poor, rural children, ages zero through six so they can participate more equitably and effectively in school. By intervening early, ECCE programs offer children the possibility of increased success in school, which is especially important for children living in conditions of poverty. ECCE programs that comprehensively address children's basic needs (health, nutrition and emotional and intellectual development) foster development of capable and productive adults. ECCE interventions will help El Salvador's goals for equity and efficiency and support economic development and growth. EDIFAM has three main in-country counterparts—the Ministry of Education (MINED), the Ministry of Health (MSPAS), and the Salvadoran Institute for Child and Adolescent Holistic Development (ISNA).

¹ Educational Quality Improvement Program1/Early Childhood and Family Education

The goals of EDIFAM are 1) to improve the technical skills of formal and non-formal early childhood educators and caregivers; 2) to increase the cognitive, affective and psychomotor skills of children ages zero through six; 3) to strengthen the ability of public and private sector institutions to provide ECCE services with improved quality; and 4) to increase general awareness of the importance of child-rearing skills.

III. Quarter Seven Technical Activities

A. Inputs and outputs by components

COMPONENT 1: Improve the technical skills of formal and non-formal early childhood educators and caregivers.

Sub-component 1.1: ECCE Outreach

1. During this quarter, EDIFAM carried out 23 Family School congresses nationwide, as planned for year two of the project. The training methodology was developed by EDIFAM staff and approved by the in-country, participating organizations last quarter. Participant selection and notification were carried out by the relevant government institutions. The themes of this second round of Family School training included Emergent Literacy and Life Skills.

Sub-Component 1.1 – Family School Training conducted during Quarter 7

Content/Partner	Date	Region	Number of Participants/Workshops
Family School Year 2: Emergent Literacy & Life Skills MINED	April 2	Eastern	98 <i>parvularia</i> teachers 4 workshops
	April 30	Central	8 <i>parvularia</i> teachers 1 workshop
Family School Year 2: Emergent Literacy & Life Skills MSPAS	April 22	Central	22 technical staff, health & nutrition promoters / 2 workshops
	April 26	Central	25 technical staff, health & nutrition promoters / 1 workshop
Family School Year 2: Emergent Literacy & Life Skills ISNA	April 4	Western	68 technical staff / 2 workshops
	April 6	Eastern	74 technical staff / 3 workshops
	April 18	Central	138 technical staff / 5 workshops
	April 20	Central	128 technical staff / 5 workshops

2. Responding to a special request from ISNA, EDIFAM staff conducted a special two-part workshop on June 10 and June 16. ISNA daycare providers and technical staff, who had not participated in previous EDIFAM training, received training on the new Family School concept.
3. Year one and year two trainings were consolidated into two workshops to accommodate schedules.

Sub-Component 1.1 – Family School Training conducted during Quarter 7

Content/Partner	Date	Region	Number of Participants/Workshops
Family School Year One: Building a Family School & Alternative Forms of Discipline	June 10	Central	51 ISNA daycare providers and technical staff
Year 2: Emergent Literacy & Life Skills	June 16		

Sub-component 1.2 - ECCE Training and Training Manual

The “Final Congress of Successful Experiences” was held this quarter to conclude the activities related to the ECCE Training Manual. One hundred *parvularia* teachers, of the 450 who participated in the workshops on the Training Manual, attended this one-day event. Participants were selected on the basis of their outstanding participation, attendance and perseverance in all five previous workshops. These criteria were established and the selection was carried out by the Ministry of Education. Attendance was excellent with the exception of the Eastern Region, where the Ministry of Education had neglected to carry out the formalities to permit some of the participants to attend.

Representatives from MINED, USAID and EDIFAM initiated the event with motivational and congratulatory speeches. Then, participants were divided into ten work stations in which they collaborated to produce various topics for discussion during the remainder of the workshop. Included were questions about the different aspects of the training, requests for additional methodology and evaluation techniques, inquiries about the application of theory in the classroom, and suggestions for future projects and additional teacher training.

Sub-Component 1.2 – ECCE Manual - Training conducted during Quarter 7

Activity	Date	Region	Number of Participants
Final Congress of Successful Experiences in EDIFAM	April 16	All three regions	80 <i>parvularia</i> teachers

COMPONENT 2: Increase the cognitive, affective and psychomotor skills of children from birth to age 6.

Curriculum Implementation

1. In April, EDIFAM carried out the second round of annual congresses, this year entitled “Learning through Play,” for nonformal sector participants. The two-day congresses were held in each of the three regions of the country. The workshops introduced four themes, as stipulated in the EDIFAM Work Plan: Integrated classrooms, Music Education, Theater and Games in the Classroom. In addition to drawing on the expertise of full-time project staff, EDIFAM drew on local and international consultants Guadalupe de Herrera, Justine Ickes, and Tatiana de la Ossa Osegueda, specialists in early childhood games, music and theater, respectively.

Component 2 – ECCE Congresses - Curriculum Training conducted during Quarter 7

Content	Date	Region	Number of Participants
ECCE Congress: “Learning through Play”	April 7 & 8	Western	25 ISNA day care providers & technical staff 11 MSPAS nutritionists & health promoters
	April 11 & 12	Central	24 ISNA day care providers & technical staff 22 MSPAS nutritionists & health promoters
	April 14 & 15	Eastern	23 ISNA day care providers & technical staff & 20 MSPAS nutritionists & health promoters

Workshop participants were unanimous in their evaluation of the training as excellent. They ranked the trainers, the materials and the logistics as either excellent or very good; many commented that they were eager to use the information and new skills learned to improve their work with the children in the day care centers.

2. In response to a special request, EDIFAM provided technical assistance to ISNA personnel and promoters in the Early Childhood Division on implementing the new curriculum in day care centers to clarify how they were to implement the curriculum guides, to strengthen their knowledge of its content, and to help them to develop learning activities. The specialized sessions were developed jointly by the ISNA Education Specialist and the EDIFAM Curriculum Specialist.

Component 2 –Technical Assistance - Curriculum Training conducted during Quarter 7

Content	Date	Region	Number of Participants
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ISNA Technical Assistance on the Curriculum Guides	April 29	Central	33 ISNA promoters & technical staff members
	May 13	Central	2 ISNA technical staff members

Distribution of Materials

Additional copies of the new ECCE curriculum programs and guides were distributed this quarter to ISNA and MINED completes the distribution of 14,000 curriculum programs and 16,400 guides.

Total Number of Programs and Guides Delivered

Document Title	Quantity delivered to MINED	Quantity delivered to ISNA	Quantity delivered to MSPAS	Quantity delivered to different NGOs	Total
Programs					
Parvularia Section 3 years	2000	300	150	550	3000
Parvularia Section 1 / 4 years	2000	300	150	550	3000
Parvularia Section 2/ 5 years	2000	300	150	550	3000
Parvularia Section 3 / 6 years	4000	300	150	550	5000
Totals	10000	1200	600	2200	14000
Guides					
Newborn to 2 years	667	471	62		1200
Maternal Section 2 / 3 years	443	695	62		1200
Section 1 / 4 years	1383	55	62		1500
Section 2/5 years	1383	55	62		1500
Section 3 /6 years	2383	55	62		2500
Integrated - 4 to 6 years	7689	749	62		8500
Totals	13948	2080	372		16400

Interactive Radio Instruction (IRI)

During the final project quarter, EDIFAM staff visited all 12 schools and daycare centers participating in the pilot Interactive Radio Instruction (IRI) program to administer the post test to the teachers, caregivers and students. Back in the office, EDIFAM staff tabulated and analyzed the post test results, comparing them to the results of the pre test administered at the onset of the pilot. In addition to this quantitative analysis, staff members also collected qualitative data during the mid-term evaluation last quarter and at the end of the pilot this quarter. EDC staff member and IRI expert, Alvaro Cisneros, was in El Salvador from May 1 to May 15 to work with the in-country staff to finalize the IRI pilot study and present the findings to the

participating project partners (MINED, MSPAS, ISNA and *Fundación Niñez Primero*) and to USAID.

Study results showed that the control group started out the pilot program with an advantage over the experimental group since children in the control group scored twice as high on all tests as those in the experimental group. EDIFAM suspects that the in-country partners may have been, intentionally or not, biased in their selection of participating schools and centers, choosing those most needing intervention for the experimental group and those with less need for the control group. At the end of the IRI pilot, however, the children in the experimental group surpassed those in the control group. The results demonstrated that the use of the IRI methodology with daycare providers, teachers and students is extremely effective. It is recommended that IRI become an alternative to help these institutions to improve their education outcomes in early childhood and *parvularia* education.

Details of the IRI pilot program and its results can be found under separate cover in the final IRI Pilot report. See http://www.equip123.net/equip1/edifam/esp/docs/IRI_final.pdf (Spanish only).

Staff Development

Last quarter, two EDIFAM staff members traveled to Guatemala City to attend the Guatemalan Reading Association conference. This quarter, they conducted a half-day workshop for EDIFAM staff on Interactive Reading and Math Learning Activities to be applied in the classroom.

COMPONENT 3: Strengthen the ability of public and private sector institutions to provide ECCE services with improved quality.

3.1 Strategic planning and management capacity

ISO 9001:2000

This quarter, EDIFAM submitted to ISNA the documents, materials and equipment requested, finalizing the support of the ISO 9001:2000 standardization process for the ISNA Early Childhood Division.

EDIFAM Committee

Three EDIFAM Committee meetings were held this quarter, one in April and two in June. Due to the conflict of in-country partners' travel and work schedules, the May meeting was postponed until early June. These meetings were informative in that members had an opportunity to share achievements and plan next steps. Over the course of the project, EDIFAM has deliberately taken the position that the in-country partners should play the leading roles in the committee. Since the necessary transition period, the three in-country partners have taken complete responsibility for all meeting activities.

The April meeting held at ISNA focused on a review of recent accomplishments and plans for the coming months. At the first June meeting, held at the Ministry of Education, committee members evaluated applications for the Strategic Plan consultant and reviewed the contents of

the Strategic Plan; at the last meeting, in June, all those who participated in the EDIFAM project were congratulated on the many successes.

3.2 Policy, research, monitoring and evaluation, and partnership development

ECCE Study

As mentioned in the previous quarterly report, USAID requested that EDIFAM add to the ECCE Study updated data, adopt a new format, and make recommendations for ECCE improvement. The Western Catholic University (UNICO) returned to the field to collect additional information and edited the report accordingly. USAID approved the final report which was printed and distributed this project quarter.

Monitoring and Evaluation

The Western Catholic University (UNICO) was also contracted to monitor the EDIFAM project. For results, see Section C, below.

Partnership Development

EDIFAM has shared copies of the new ECCE curriculum with a range of educators from private day-care centers, municipal centers and NGOs responsible for children under the age of seven. EDIFAM initiated contact with most of these organizations but some contacted EDIFAM directly to request the documents, and others went to USAID who communicated with project staff.

Other partnerships include the continued collaboration with *La Fundación la Niñez Primero*, a local non-governmental organization that is participating in the design, development and implementation of the pilot IRI program, as mentioned above.

During the last two quarters, EDIFAM also worked closely with SalvaNatura, a local non-governmental organization that focuses on environmental conservation, to develop a coloring book for daycare and kindergarten-age children entitled “*Los Animales del Bosque*,” (Animals of the Forest). The First Lady of El Salvador, Doña Ana Ligia de Saca distributed the book and a box of crayons to children attending an Earth Day event sponsored by McDonald’s in conjunction with the Salvadoran National Secretariat of the Family.

One of the highlights of this project quarter was the Final Event held on May 11 at which over 150 project partners and beneficiaries shared project successes. The official opening activity included congratulatory speeches by the Ambassador of the United States, Mr. Douglas Barclay; the Director of USAID, Mr. Mark Silverman; and by the First Lady of El Salvador, Doña Ana Ligia de Saca. Mr. Silverman’s address included a presentation of the general achievements of EDIFAM. Also present at the table of honor were the Minister of Education, Ms. Darlyn Meza, and the Minister of Health, Dr. Jose Guillermo Maza. After the speeches, all attendees visited the numerous booths set up by project implementers and the government and non-governmental organizations who have been partnering in EDIFAM since its inception in 1998, to share the materials that have been created and distributed during the project.

3.3 ISNA Training Unit

The ISNA technical staff, which forms part of the training unit, participated in the ISO 9001:2000 training activities mentioned above.

COMPONENT 4: Increase general awareness of the importance of child-rearing skills through the awareness campaign directed to the population through the media.

The EDIFAM campaign materials were completed this quarter and distributed to schools, daycare centers, health centers, hospitals, non-governmental organizations and parents nationwide. This completes EDIFAM activities under this component. The 3 television spots were broadcast by TCS, Canal Cultural y Educativo, and Channel 12, according to the media plan. All stations contributed airtime to the project, thereby increasing the general public's exposure to the campaign messages. The spots were placed on the EDIFAM website and a tape was donated to Hospital Bloom in San Salvador for its internal TV network. In addition, EDIFAM carried out a separate Monitoring and Evaluation study of the media campaign (see Section C below for results).

B. Problems encountered and solutions proposed

EDIFAM has faced the ongoing issue of numerous training events scheduled to take place in a short period of time. In order to handle the work load and carry out activities effectively, EDIFAM contracted part-time facilitators and other personnel to provide support during the preparation and implementation of these events.

Another issue which arose this quarter was also related to scheduling. Given the number of training activities planned for a short period of time, the in-country counterparts had scheduled EDIFAM workshops in Components One and Two for the same dates. When this conflict became evident, EDIFAM staff worked together with the in-country partners to reprogram. As a consequence, however, in-country partners had difficulties coordinating invitations and attendance for some events. For example, MSPAS participants did not appear for a workshop that had already been rescheduled once in the Eastern Region. Since the workshop could not be rescheduled a second time, EDIFAM delivered the corresponding materials and MSPAS carried out the training internally.

Despite numerous attempts to provide support and assistance, EDIFAM found it necessary to dismiss one recently-hired training facilitator before the end of the project because she was unable to adapt to the high-pressure work schedule, internal dynamic of the team and to the overall demands of job responsibilities. Because the project was coming to a close, she was not replaced and the four remaining facilitators and the Early Childhood Specialist divided her work among themselves.

Throughout the project, institutional logos have been extremely important to project partners in El Salvador and in the United States. EDIFAM has used 11 different logos on its products, including those of MINED, MSPAS, ISNA, SNF, UNICEF, SalvaNATURA, First Lady Ana Ligia de Saca, the Government of El Salvador, EDIFAM, EQUIP1 and the new USAID emblem

and brand. EDIFAM has also included the logos of cooperating nongovernmental organizations on some materials. Furthermore, the Sesame Workshop copyright had to appear on certain print materials. On various occasions, institutional demands regarding the position, order and size of their logos conflicted, often to the point of diminishing the importance of the actual content. EDIFAM spent a considerable amount of time negotiating and addressing the sensitivities of each partner on a case-by-case basis, and working out the technical and computer software aspects to change the logo images. The final products satisfy all parties.

The process for reviewing and approving EDIFAM print materials and campaign products was complicated and lengthy. The multiplicity of project partners wanting a voice in the artwork, content and logos of the campaign products delayed the final printing of the posters, brochures and books. Children, parents and educators now have these materials at home and at school—but the delivery occurred later than anticipated. The delay forced a change in the distribution plan. Instead of delivering the posters and guides during the training activities, EDIFAM made separate trips to individual schools and daycare centers after the training and some of these only recently. At this stage, it is therefore not possible to evaluate long-term impact

C. Results and Project performance targets as per Monitoring and Evaluation

This quarterly report describes the results of the research conducted in the field to monitor and evaluate the achievement of project goals and objectives. Results are detailed below by indicator, as outlined in the Monitoring and Evaluation Plan and stipulated in the Cooperative Agreement.

Most of the M&E research was conducted by the Western Catholic University, known by its acronym, UNICO. As instructed, UNICO used various data collection methods that included interviews with open-ended questions, observations of trainings and classroom activities, document revision and the analysis of pre and post tests. The study sample of participants was defined from the total group of EDIFAM *parvularia* teachers, pedagogical advisors, day care providers, technical staff, and parents of students whose teachers received EDIFAM training and materials. Data collection instruments were designed based on the indicators for the project components detailed in the M&E Plan. These instruments include:

- ◆ Interview questions for *parvularia* teachers and daycare providers
- ◆ Observation Guidelines for activities in classrooms and daycare centers
- ◆ Observation Guidelines for EDIFAM training sessions
- ◆ Guidelines for document revision
- ◆ Interview questions for parents
- ◆ Interview questions for pedagogical advisors
- ◆ Focus group guidelines for ISNA technical staff
- ◆ Plans for pre- and post-test analysis

UNICO carried out its field research and analyzed and interpreted the data collected to provide the following results, reported by Component and Indicator.

COMPONENT 1

Result: Technical skills of formal and nonformal early childhood caregivers and educators improved.

Subcomponent 1.1 – ECCE Outreach

Introduction: To meet the ECCE Outreach objective, the EDIFAM work plan called for the design and development of a Parent Education Module and the training of teachers and caregivers in its content and use. EDIFAM created a new strategy entitled Family School, based on MINED's Parent School system in which teachers offer monthly talks to parents. Teachers and caregivers who received the EDIFAM materials and training in the Family School topics (Formation of a Family School, Discipline, Emergent Literacy and Life Skills) are expected to share this information in monthly meetings with the families of their students. The new approach is now being implemented not only in MINED but also in ISNA, MSPAS and nongovernmental organizations. It is expected to be more inclusive, responsive, effective and participatory.

Indicator 1.1a – Eighty percent of the 1000 MINED, MSPAS, and ISNA staff, educators and caregivers have increased their ability to improve ECCE practices through an outreach approach.

The M&E research shows that 98% of the individuals interviewed apply the knowledge and practices they learned in the EDIFAM training workshops. They agree that the new knowledge is beneficial to their work in the classroom, but eight percent maintain that they need to adapt the activities and practices to their own reality. Thirty percent of the caregivers and teachers agree that the Family School materials provided by EDIFAM are excellent; 32% percent say they are good and pretty, 14% say they are adequate and integrated; 12% say they are practical and useful.

Some comments from EDIFAM training participants on the use of the Family School materials include:

- *I have already developed three sessions. The parents are very motivated and they participated. Most of all, the materials are good because they are appropriate for the age level of the students.*
- *I have used the materials in the trainings for the parents of the school children. The materials can also be used with children and address the involvement of the entire family.*
- *I delivered the materials in scheduled talks and used them as resources for working with groups.*

Indicator 1.1b – Eighty percent of the 27,600 educators and caregivers (including parents) have increased their ECCE knowledge and practices, especially in pre-literacy and pre-math, as measured by a statistically significant sample.

Note: This indicator assumes that the in-country partners have conducted the follow-on cascade activities as planned. This short-term evaluation did not include an examination of these activities within the Ministries of Education and Health or ISNA.

This study revealed that 74% of those interviewed have increased their knowledge of pre-literacy and pre-math topics, which were included in the trainings organized and imparted by EDIFAM. The results showed that the participants learned for the first time that math is more than just numbers, that they had never before received training in the concept of emerging literacy. Two percent of interviewees mention that this improvement is due to the EDIFAM training and to their personal interest.

Indicator 1.1c – Eighty percent of the 54,800 children reached by the outreach approach receive improved ECCE as measured by a statistically significant sample.

Although students were not evaluated by the UNICO research team and, as noted above, the in-country partners' follow-on activities were not monitored, 96% of the interviewees said that they have enhanced their classroom performance thanks to EDIFAM training and expect that families and students are benefiting from this improvement.

The field research indicates that educators have improved classroom and time management, relations with their students and family members, and the use of didactic and other materials in their classroom activities.

Subcomponent 1.2 – ECCE Training and Training Manual

Indicator 1.2a – Eighty percent of the 50 pedagogical advisors and 450 teachers trained improve their understanding and instructional practices in ECCE.

Introduction: To meet this objective, EDIFAM's task was to compose a five-unit manual on the theoretical bases of child development and train pedagogical advisors and *parvularia* teachers in its content and use.

Unit One: Importance of Early Childhood Care and Education, theoretical bases of child development, recent findings on brain development and curricular approaches.

Unit Two: Cognitive development with particular attention to language development and promoting literacy and pre-mathematic skills.

Unit Three: Socio-emotional and moral development including attachment theory, discipline, conflict resolution, values and peer relationships.

Unit Four: Physical development including gross and fine motor development as well as health and nutrition.

Unit Five: Curriculum planning, self-evaluation, caregiver and child observation tools and coaching and peer review practice.

The M&E study results show that 96% of the participating pedagogical advisors and teachers improved their overall knowledge of the didactic process of early childhood education after having received the EDIFAM training and are putting this new learning into practice in the classroom.

More information was gathered during the “Final Congress of Successful Experiences” when teachers and pedagogical advisors discussed the training manual and recommended that EDIFAM expand the numbers of teachers trained.

Comments include:

- *The Training Manual is excellent, comprehensible, updated and very appropriate. It responds to our needs as teachers and is a great support to our daily work.*
- *We are applying the discipline techniques and have obtained the agreement of families to apply them at home.*
- *We reproduced the nutrition themes in Unit 5 with the families and have observed changes in the snacks that the children bring to the daycare centers.*
- *Thank you for this knowledge. All of the EDIFAM training has been informative and pleasant.*
- *I consider the EDIFAM material to be excellent tools for our work.*

COMPONENT 2

Result: Cognitive, affective and psychomotor skills of children ages zero through six increased.

Introduction: The development of this component depended entirely on the completion of the ECCE Programs and Guides developed and validated under the first phase of the EDIFAM project, managed by UNICEF. Originally, it was expected that the Programs would be completed by December 2003 and the Guides by March 2004. Once validated, EQUIP1/EDIFAM was expected to print the curriculum and use this content as the foundation for the training activities to take place under this project component.

As a result of the delay in delivery of the curriculum programs and guides, the new ECCE curriculum was not implemented until the 2005 school year, one year later than originally planned. Despite this setback, EDIFAM was able to alter its training plan and carry out training without the actual curriculum. Nevertheless, with only a few months of implementation in the classroom, it is difficult to verify major behavior changes in teachers and caregivers and in the students and children in their classes and daycare centers.

As per Cooperative Agreement, EDIFAM carried out training on the following topics to support the implementation of the new curriculum.

- *theoretical bases of curriculum design and structures*
- *planning, goal formation and activity definition based on curricular orientations*
- *theoretical bases, principles and practical implications of the curricular methodological approach*
- *ongoing assessment and evaluation of learning based on the curriculum*
- *didactics for the different areas of curricular content: and*
- *multi-grade teaching and learning approaches.*

In addition, upon special request from the Ministry of Education, EDIFAM conducted a Technical Delivery of the curriculum programs and guides, consisting of training sessions for teachers and caregivers in the formal and non-formal sectors on the organization and content of the new curriculum.

Indicator 2a - New Curriculum implemented in 80% of rural <i>parvularia</i> classrooms and childcare centers whose providers have received training.

EDIFAM printed the curriculum programs and guides designed and developed by its previous implementer, UNICEF. The programs were created for the formal sector and the guides for the nonformal sector. The M&E study confirmed that printed programs were delivered in January 2005 to all *parvularia* teachers and pedagogical advisors participating in this study.

The Ministry of Education reported that all *parvularia* teachers were required to use the new ECCE curriculum programs starting in the 2005 school year, as of January 2005. In addition, 100% of the teachers observed were using the new curriculum in the classroom. According to the first-hand accounts of the teachers and pedagogical advisors, all are very pleased with the new program.

At the time of this investigation, ISNA had not yet delivered the new curriculum guides to all of the daycare centers in the nonformal sector. However, 100 caregivers did receive the guides during the EDIFAM trainings and the majority has already begun to implement the new curriculum. Those trained are expected to provide follow-on training to other educators working in nonformal sector centers.

Indicator 2b - Substantial change in understanding high quality early childhood development of 80% of the pedagogical advisors and technical staff trained, as determined by a pre-test and post-test.

The majority of the teachers consider the content of the new programs to be significant, principally because it focuses on experiences, interests and needs of the students. They also said

that with the new programs, they not only develop their lessons with the required content but consider the learning process of the children. One-fourth of the teachers interviewed added that the content is very age-appropriate for their students.

In order to determine the impact of training, EDIFAM administered a pre- and post-test to all of the teachers and caregivers participating in training sessions. The comparison of these test results shows that teachers improved in all training topics. Seventy-nine percent of the teachers tested improved their knowledge of early childhood development; 66 percent of those tested have a better knowledge of the early childhood curriculum to be used in the classroom. The teachers explained that the new curriculum meets their needs as classroom teachers and better explains their experiences with the children. Sixty-six percent have improved their lesson planning skills and have put them into practice in the classroom.

Although the study results reflect a significant improvement in overall knowledge and implementation of high quality early childhood development, the changes do not reach the original 80% goal. It should be noted, however, that a goal of 30% was stipulated for the first project year and that EDIFAM has surpassed that measure. Considering that the initial goals were set before it was known that the new curriculum would be implemented one year late, it is evident that EDIFAM has indeed met its objectives. Additional research next year will most likely indicate an additional increase in these percentages.

Indicator 2c – Eighty percent of the children in rural *parvularia* classrooms and nonformal centers, whose teachers and caregivers have received training, receive better instruction as a result of curriculum implementation.

The M&E classroom observation results show that teachers have improved their overall teaching methodology thanks to EDIFAM training. More teachers are now including stories and games instead of only using traditional, non-participatory techniques. The EDIFAM-trained teachers now use the suggested model to plan their lessons and are following the plans. Some teachers did express concern about being unfamiliar with the new system and were not happy about having to invest additional time in planning their classes. They recognize, however, that less time will be needed in the future, as they become accustomed to the new program.

The pedagogical advisors corroborated these observations and mentioned that it will take more time to verify major the changes in teachers' behavior.

Though it is also too early to determine the impact of the new curriculum on student learning, the M&E study does show signs of better planning, more inclusive and participatory teaching techniques, improved knowledge of early childhood development, and the link of playtime to education themes.

Supplementary Activity - Children's Books

Almost one year into the project, USAID added funds for EDIFAM to select, purchase and distribute culturally and age-appropriate Spanish-language children's books to 450 schools for use in *parvularia*. EDIFAM staff, expert in early childhood care and education, pre-literacy and

literacy, researched available books to locate a selection appropriate for the Salvadoran context, including compatibility with the newly developed and validated curriculum. The selection included a variety of themes and characters appropriate for the target age group. EDIFAM reviewed the sample and sought input and approval from MINED to make the final selection. EDIFAM negotiated with book publishers and obtained a considerable donation of books: one book was donated for every book purchased. EDIFAM was thus able to double the number of beneficiaries and extend this activity to other daycare centers. The chart below provides details.

Institution	Number of books/center	Number of education centers	Total number of books
MINED	27- 30	457	13,710
ISNA	12	225	3,924
MSPAS	25	58	1,434
Hospital Bloom	300	1	300
National Secretariat of the Family	200	1	200
NGOs	32-40	11	432
TOTAL			20,000

COMPONENT 3

Result: Ability of public and private sector institutions to provide ECCE services with improved quality strengthened.

The activities planned under this component strive to build institutional capacity in ECCE policy, planning and training. As per the Cooperative Agreement, EDIFAM worked to improve ISNA's institutional capacity to administer and lead ECCE programs. Less than one year after the start of this project, ISNA requested a change in the activities planned for institutional strengthening. From that point on, the bulk of component 3 funds were used to support and improve ISNA through its efforts to meet the International Organization for Standardization (ISO) 9001:2000 standards for quality management and assurance. EDIFAM provided technical assistance, materials and logistical support to assist ISNA in its efforts to meet those standards.

Subcomponent 3.1 - Strategic planning, management capacity

Indicator 3.1a - Steering Committee established with long-term plan for policy and program development.

The EDIFAM Committee existed before the current project began, under the authoritarian leadership of UNICEF, the former project implementers. Committee operations evolved under the current EDIFAM project. Where monthly meetings were held to provide updates and plan activities for the coming months and problems or concerns were resolved by UNICEF, which presided over every meeting and made all decisions, EQUIP1/EDIFAM worked toward instilling

a sense of project ownership and leadership in Committee members. To this end, decision-making power and the responsibility of organizing and developing the monthly meetings shifted from the project implementers to the counterparts. The transfer was eventually successful, despite a long transition period a slow process; committee members had grown accustomed to UNICEF's leadership and UNICEF was reluctant to give up control.

EDIFAM also had the task of working with Committee members on the design of a long-term Strategic Plan for ECCE policy and program development. The Chief of Party facilitated workshops with the Committee members, leading them in this process. As a result, the EDIFAM committee members collaborated to write a draft Coordination Agreement among the three in-country partners to carry out future early childhood programs. The five components include: Follow-on to the Implementation of the ECCE curriculum, Social Communication, Monitoring and Evaluation, Technical Development and Strengthening of Partnerships, and Committee Leadership. Members are also working together to seek funds for future projects and have already received support from UNICEF to hire a consultant to work on the next stages of the Strategic Plan.

Indicator 3.1b - Degree of progress toward development of institutional policies.
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The ISO 9001:2000 certification process had already begun in ISNA before EDIFAM's involvement. Upon changing the activities in the project Work Plan, EDIFAM began to support the institution to complete the process. As part of the EDIFAM-supported effort to earn certification, ISNA developed institutional policies to conform with ISO 9001:2000 standards. Those policies focus on systematizing the processes and procedures carried out in all ISNA-administered daycare centers which provide care and education to children younger than 7.

Research conducted by both the EDIFAM team and ISNA staff has shown that ISNA technical staff, promoters and daycare providers are all implementing the processes and procedures required by the new institutional policies for evaluating the children, collecting and recording health and attendance data, and maintaining records. In addition, staff is better equipped to design, develop and present the results of the data collected to their superiors. Using these data, staff now has the skills and is responsible for improving the care and education of the children and is better prepared to take on these new responsibilities, to work better in teams and to solve problems more effectively.

Initial resistance toward the new certification processes and procedures were palpable institution-wide, but data show that it has dropped and that ISNA staff and personnel can now appreciate the advantages of the new policies.

With the approval of the ISO-9001-2000, ISNA feels better equipped and prepared to plan and manage internal activities.

Subcomponent 3.2 - Policy, research, monitoring and evaluation, and partnership development.

Indicator 3.2a - At least 3 partnerships established resulting in improved ECCE services.
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Throughout the life of the project, EDIFAM worked closely with in-country partners and many other government and nongovernmental organizations to form alliances to carry out project activities, increase the coverage of ECCE services and to ensure sustainability. Alliances were created with:

1. Salvadoran universities – to train professors in the new ECCE Curriculum content;
2. Various local and international nongovernmental organizations (listed by their names in Spanish) which address early childhood education – to train daycare providers in the new Family School strategy and in the new ECCE Curriculum and to provide curriculum programs and guides, the campaign print materials and other educational materials for early childhood care and education;
 - *Asociación Salvadoreña Pro salud del Área Rural (ASAPROSAR)*
 - *Centro de Apoyo de Lactancia Materna (CALMA)*
 - *Organización y Educación Empresarial Femenina de El Salvador (OEF)*
 - *Plan El Salvador - Organización Humanitaria Centrada en la Niñez Salvadoreña*
 - *Asociación Intersectorial para el Desarrollo Económico y el Progreso de El Salvador (CIDEP)*
 - *Fundación Niñez Primero - Ludotecas NAVES – Niños Aprendiendo, Viendo, Experimentando y Socializando*
 - *Organización de Estados Iberoamericanos (OEI)*
 - *Organización Internacional del Trabajo (OIT)*
 - *ALDEAS Infantiles SOS*
 - *FE Y ALEGRIA*
 - *Asociación AGAPE de El Salvador*
 - *Visión Mundial*
 - *Instituto para el Desarrollo Municipal (ISDEM)*
 - *Corporación de Municipalidades de la Republica de El Salvador (COMURES)*
 - *Fundación Salvadoreña para la Salud y el Desarrollo Humano (FUSAL)*
 - *Intervida*
 - *La Casa de Mi Padre*
 - *Hogar de Parálisis Cerebral*
 - *Scouts de El Salvado*
 - *Hogar La Divina Providencia*
3. Fundación Niñez Primero - to participate in the Pilot IRI program;
4. SalvaNatura - to create educational and fun materials for children;
5. Hospital Benjamin Bloom – to train hospital staff, volunteers, teachers and parents in emergent literacy; to supply EDIFAM campaign materials and television advertisements; and to provide cheerful activities for hospitalized children;

6. National Secretariat of the Family (SNF) – to create and distribute campaign and other educational materials and to increase the overall scope of EDIFAM campaign.

Indicator 3.2b - One study on ECCE quality and impact completed and disseminated.

EDIFAM contracted the Western Catholic University (UNICO) to carry out the ECCE Study on the Quality, Coverage and Impact of Early Childhood Education in El Salvador. The completed study was approved by USAID, printed and distributed to project partners and is also available on the EDIFAM website, <http://www.equip123.net/equip1/edifam/>.

Subcomponent 3.3 - Training Unit

Indicator 3.3a - Training Unit in ISNA's three regional offices functioning.

Originally, EDIFAM was to support ISNA in developing a training unit and creating a system whereby the unit could offer services to anyone requesting assistance. EDIFAM planned and carried out one workshop on Adult Education Methodology before the Work Plan was edited and the funds for this subcomponent were used to support the ISO 9001:2000 certification. The training in the certification process improved the skills of the training unit staff in managing daycare centers and addressing the needs of the daycare providers and children.

COMPONENT 4

Result: General awareness of the importance of child rearing skills increased

In this component, EDIFAM's task was to develop a multimedia campaign on specific early childhood themes. Originally EDIFAM was to produce 3 television segments, 3 to 5 radio segments and educational materials for use by children and their families. When USAID/El Salvador reduced the EDIFAM budget, the radio segments were eliminated.

OMD, the EDIFAM local contractor, monitored the television spots, in addition to designing the campaign media plan, handling media relationships and buying airtime. In addition, EDIFAM evaluated exposure, recall and appeal of the messages in a qualitative study conducted by Porter Novelli in San Salvador, San Miguel and Santa Ana. This evaluation study has allowed us to gather qualitative information to gauge exposure as well as to collect more in-depth data about the appeal, use and comprehension of messages.

Porter Novelli conducted 21 focus group sessions of 10 participants each with mothers, fathers, teachers and caregivers. Because television ownership is almost universal in the capital, more focus groups were conducted there. In all, 12 sessions were conducted in San Salvador, 5 in San Miguel and 4 in Santa Ana. All recruiting was done with the support and approval of the EDIFAM offices and in-country partners in order to target parents, teachers and caregivers that might have contact with the project.

Indicator 4a – Three radio Public Service Announcements developed for five departments.

This activity was cancelled due to the USAID budget cut in year one of the project.

Indicator 4b - One poster, one booklet, and one insert developed as outreach materials developed for five departments.

Indicator 4c – Thirty to forty percent of parents, caregivers, and educators aware of the Public Service Announcements and/or print materials in regions of the five departments (to be identified).

Indicator 4d – Twenty-five to thirty-five percent of parents, caregivers, and educators will have seen a Public Service Announcement and/or a print material.

Indicator 4e – Fifteen to twenty-five percent of parents, caregivers, and educators will be able to recall a message from the campaign.

Indicator 4f - General public awareness of ECCE among 20-30% of the population in the five departments (to be identified).

EDIFAM created and broadcast three television spots and designed, printed and distributed 30,000 posters with a guide, 30,000 pamphlets (insert), 10,000 large books and 30,000 small books. All the materials carry the three campaign messages promoting reading, science and play. EDIFAM was able to increase campaign coverage through various activities with the in-country partners and with the President and the First Lady of El Salvador. In addition, instead of only reaching five departments, the messages and materials were distributed nationwide.

The television campaign aired from November to March significantly extended the proposed broadcast of three months that the budget permitted. Spots aired 177 times in November, 184 times in December, 212 in January, 174 in February, and 100 in March, far exceeding expectations and doubling the airtime through cost share offered by broadcasters. Spots were aired during top-rated programs, including the evening news, Sunday night family entertainment programming, Saturday morning children's blocks, and intermittently on Channel 10. Monitoring reports show that spots were aired as per contractual agreements, and additional time (cost share) was also included and respected. It is important to indicate that channels 2, 4, 6 and 12 were monitored, but Channel 10 was not because it does not sell air time or customarily air campaigns other than government sponsored messages. However, informal evidence from the evaluation indicates that many parents saw the spots on this station. It is also important to note that *Plaza Sesamo* broadcasts on Channel 10 and therefore expects that the link between the program's characters and the messages favorably impacted recall.

M&E research indicates the following:

- The television campaign had the highest recall of all campaign components. It should be noted that the television broadcasts initiated in November 2004 while print materials

were distributed between January and May 2005, reducing the time the participants had to familiarize themselves with these products.

- Participants like the images and the simplicity of the key campaign messages. They commented that the materials were easy to access, understand and use. Participants understood both the implicit and explicit messages spontaneously, and most talked about the key messages of the campaign noting the themes of observation and asking questions, reading and writing, and play quite easily. They also noted that the campaign messages included elements such as family unity, understanding each other, and sharing with those we love.
- In exploring television viewing habits to get a sense of how much time people spend watching television, it became clear that most people watch daily during the evening and that children, in particular, watch between 2 to 3 hours a day, more so on Saturdays. Study participants indicated that they normally view television at times that correspond with the slots purchased for broadcast, primarily the evening news.
- Participants in both San Salvador and Santa Ana had very high spontaneous participant recall of the spots when asked about their recollection of educational advertisements.
- San Salvador is clearly the location where the messages themselves are most remembered, Santa Ana less so, and San Miguel the least. All references to the messages and their content were positive. Comments included:
 - They are about family unity.*
 - They are about how to become pro-active parents through motivations like reading to them.*
 - They are about taking care of nature.*
 - They have the important message of having fun with our children.*
- Compared to the television advertisement, fewer parents were familiar with the materials, most likely because they had only recently been distributed to teachers who then were to distribute them to children and families. All three print materials were highly regarded yet the pamphlet was regarded as the most useful, followed by the book and the poster. This is not entirely surprising since the pamphlet was designed with tips for parents, caregivers and educators and its use is self-explanatory. The book and the poster were designed to be used with children and this research did not include testing the materials with children.
- The messages were all very positively regarded and many parents talked about them as an ideal vehicle for learning more parenting skills. Of the three campaign messages, play had the highest recall and comprehension, followed by reading, and then science.
- As with television, participants easily noted the key messages of the campaign materials, both explicit and implicit. Parents noted people with special needs and really liked the presence of the grandmother and others playing and running.

- The participants' comments, particularly regarding the use of the poster and reading to their children, indicated that they would welcome more direction in using them.

IV. Management Information

A. Project Start up

Start up activities took place during the first quarters of the project. Since EDIFAM ended in June, staff dedicated much of the last weeks of this quarter to finalizing activities with in-country partners, ending agreements with service providers, closing the office, moving the equipment and furniture and other administrative procedures.

Work Plan - During this project quarter, EDIFAM provided USAID with biweekly progress reports, updating the CTO on the development of the specific project activities and tasks.

Monitoring and Evaluation Plan - The M&E Plan was developed early on in the project. M&E research was carried out to complete the activities as planned.

Cost Share - Cost Share information is included in the quarterly financial report.

B. Staffing

Since the project is ending in June 2005, EDIFAM had to lay off the majority of its staff members in May 2005. Only a skeleton staff remained until the end of June to carry out final management and administrative activities.

EDIFAM had to let one facilitator go this project quarter because of poor performance. As the end of the project was only one month away, EDIFAM did not replace her.

C. Procurement

Printing services were procured locally to print the ECCE Study. Porter Novelli was contracted locally to design and implement the campaign monitoring and evaluation study.

D. Management visits

The Washington-based EQUIP1 Acting EDIFAM Project Manager, Deborah Glassman, traveled to El Salvador from May 10 to May 12, 2005, to participate in the EDIFAM closing event, meet USAID and project staff and work on general management and administrative issues.

E. Timeline of Activities - As mentioned, project activities took place as expected this quarter.

F. Progress on Alliance Formation

This information is detailed in Section III C, above.

G. Level of Effort

The chart below details the level of effort during this reporting period for all full-time EDIFAM staff and the ECD Specialist who serves 25% of her time on the project; the combined levels of effort this quarter amount to 3704 hours. Note that, as usual, the reported level of effort consists only of the contracted hours worked and does not include many overtime hours worked without compensation in the evenings and on weekends. This additional time has never been recorded but amounts to a considerable donation to the project.

Level of Effort
EQUIP1/EDIFAM Staff

Personnel	Hours April 2005	Hours May 2005	Hours June 2005	Total Q7
Chief of Party Leesa Kaplan	168	160	176	504
Teacher Trainer Curriculum Specialist Rosa Virginia Sanchez	168	152	0	320
ECD Specialist Margarita de Guardado	128	120	176	424
Education Manager Cathy Coddington	40	40	40	120
Financial Administrator Gustavo Carcamo	100.8	105.6	105.6	312
Education Specialist Tania Moreno	160	168	0	328
Logistics Coordinator Isabel Rivas	160	176	176	512
Secretary Elisa Flamenco	168	168	0	336
Administrative Assistant G. Francisco Quan	168	168	176	512
Driver Raúl Rodríguez	168	168	0	336
TOTAL	1428.8	1425.6	849.6	3704

V. Lessons Learned and Recommendations

Right up to the seventh and final quarter, EDIFAM continued to make discoveries and learn valuable lessons that can be shared with all project partners.

One valuable lesson learned over the course of the project is the importance of team building, trust and empowerment. Unlike many offices in El Salvador which use top-down leadership styles, EDIFAM took a horizontal management approach to daily management. This was new for many staff members and required an adaptation period, but it created a team that was more dedicated and took more responsibility for and ownership of its work. Even more, the project outcomes were of higher quality and the overall project results were more successful than if a vertical approach had been used. We are certain that the team could not have accomplished all of the activities in the very ambitious work plan using the limited resources available for this project without the collaborative work atmosphere created in EDIFAM.

Although all prescribed training activities have been completed as planned, EDIFAM found that the caregivers and technical staff in the nonformal sector (ISNA and MSPAS) could benefit from additional accompaniment during the initial phase of the implementation of the new curriculum. This sector never had a curriculum, the majority of the daycare providers had never been formally trained in early childhood education or pedagogy and they need additional support. It is recommended that in-country partners consider using the IRI methodology in classrooms and day care centers to help these institutions to improve their education outcomes in early childhood and parvularia education.

As mentioned previously, project results will be affected by the delay in UNICEF's delivery of the curriculum programs and guides. The new ECCE Curriculum could not be implemented in the 2004 school year as originally planned. Since the EDIFAM intervention was brief duration and results were examined after a short-term implementation, it is impossible to see major behavior changes in teachers and caregivers, students and children in their classes and daycare centers. If additional information is required, it is recommended that a comprehensive evaluation be carried out in the future to evaluate long-term significant changes.

Although this period was characterized by project end activities, EDIFAM received some important recommendations from our audiences, parents, teachers and caregivers during the monitoring and evaluation of the campaign. There is no doubt that the research sample, and by extension the population at large would like to see many more communications activities such as those produced by EDIFAM. It is worth considering moving forward particularly with public service announcements given the high numbers of television watchers in El Salvador.

As previously mentioned, the number of local and international partners in this project made the operations quite complex. The multiple reviews of material content and design, discussions regarding logo placement and conflicting scheduling of training events created management difficulties and setbacks, at times delaying procedures and results. We recommend that these issues be taken into account in future project designs and timelines.

While EDIFAM was able to negotiate broadcasting costs, it is worth considering increasing funds for television broadcasting in media projects. A campaign requires appropriate funds for a great deal of airtime. If there is interest in future media components, the budgetary perspective needs to be carefully considered.

EDIFAM's overall objective has been to improve the quality of early childhood education by developing and expanding the knowledge, skills and attitudes of educators, parents, institutions and others that provide services in this field. To do so, EDIFAM has strived whenever possible to hire Salvadoran nationals and institutions to carry out project activities rather than to contract international know-how. By hiring locally, EDIFAM hoped to improve national expertise when necessary and expected to be able to work with institutions to address any weaknesses. For the most part, this approach worked with much success. Local individuals were hired to be on the EDIFAM staff, local firms were contracted to create the television spots and print materials for the media campaign and its products and to develop the artwork and print the various educational materials. On a few occasions, however, this practice had negative consequences since project staff members had little time to assist contractors with the implementation of their tasks. In the future, more time should be dedicated to strengthening local organizations.

The EDIFAM objectives and activities were overly ambitious for a project of 21 months given the available financial, material and human resources. Nevertheless, EDIFAM is proud to have accomplished and surpassed its goals. The ambitious objectives and activities, however, did have negative consequences. First, EDIFAM staff was often stretched to the limit. Staff members were required to work nights and weekends regularly to meet project requirements, often performing duties that would typically be assigned to several people on other projects or in other organizations. EDIFAM recommends that the resources made available and the level of effort required be more carefully matched in future projects. Second, because it was focused entirely on the job at hand, EDIFAM spent little time advertising and promoting its many accomplishments. Though EDIFAM did have press coverage of many events and EDIFAM has become a familiar term among many educators, in the future, time and resources should be dedicated to more project communications and publicity.

Despite the challenges described above, the expertise, efficiency and dedication of staff both in El Salvador and the United States provided the basis for the project's success. The team atmosphere that was established encouraged staff members to extend their efforts beyond their contractual requirements with good humor and a clear desire to help Salvadoran children receive improved care and education. Staff were firm in their dedication to that goal, patient with the often complicated nature of their tasks, flexible in their duties and their scheduling, communicative about the progress and needs of the project, diligent in their adherence to the required procedures and documentation, collaborative in all of their efforts, and skilled in the administrative and financial management of project activities.

For further information on EDIFAM, including activity descriptions, photos, video, and publications, please visit the project website at:

<http://www.equip123.net/equip1/edifam/default.htm> (English) or
<http://www.equip123.net/equip1/edifam/esp/default.htm> (Spanish).